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THE MATHEMATICAL  
ASSOCIATION OF VICTORIA

# Why do we assess and how do we do it?

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Horsham MAV Conference

Padlet

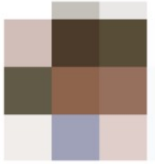
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# How do we assess?

<https://bit.ly/horshamassessment>

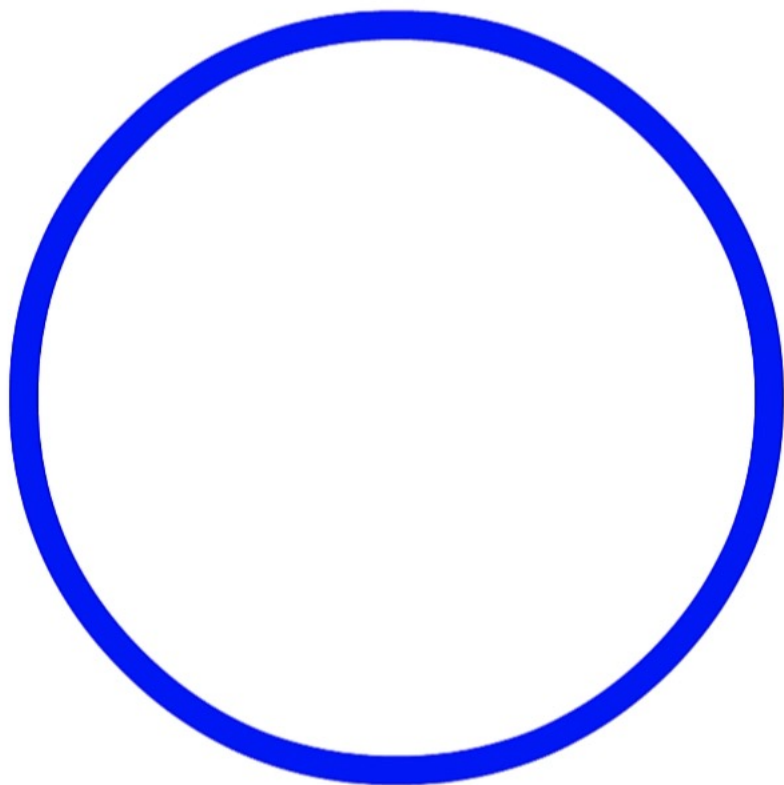
# Setting the scene



Sadly, I feel like our entire profession is moving to a space where we don't want hard conversation and don't want to challenge the norm. That's how staff feel IMO and it's how we're being asked to teach. Robust thought about the how and why remain fundamental to how we move forward in a meaningful way, not pushing out young adults who are too scared to challenge the system.

**Love** · **Reply** · 13h





# Why do we assess in these ways?



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## In breakout rooms:

- **Reflect** on the **3 main ways** you assess your students.
- For each method of assessment, ask yourself ‘**why** do you predominantly choose **these forms of assessment?**’
  - Attempt to get to the root of the ‘why’
  - Are these reasons due to various pressures? Are they due to any other factors (e.g. research, interests etc.)
- Each person shares their reflection.
- Rejoin the group when finished (I will close these after 10mins)

# What do we value?

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Imagine that at the end of this year I was to ask your students what they thought about learning maths in your class. If you could be a fly on the wall as they responded, what kinds of things would you like to hear them say?

<https://bit.ly/horshamvalue1>

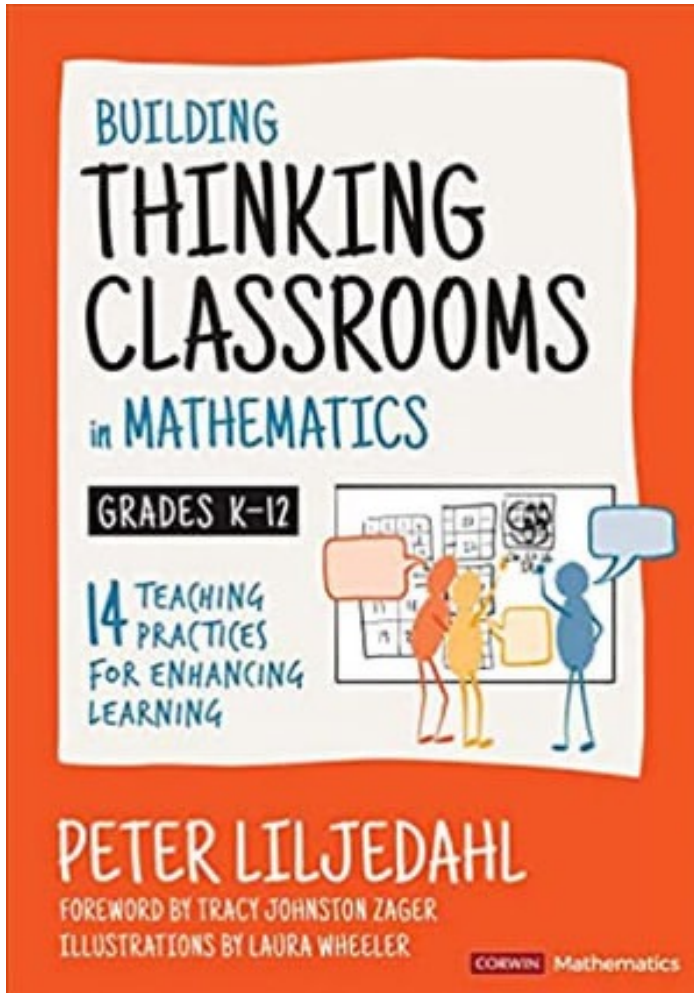
If you had complete control (and responsibility) over the Maths department at your school. What would your end goal be for the students at your school?

<https://bit.ly/horshamvalue2>

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Do we assess the  
things we value?

# Assessing what we value



Skill	Emerging	Consolidating	Stretch

(Liljedahl, 2021)



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Are our assessment  
approaches in line  
with our values?

# Are our assessment approaches in line with our values?

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“imagining what would happen if an airline pilot navigated the way that most teachers teach. The pilot would set a course from the starting point (say London) to the destination (say New York). The pilot would then fly on this heading for the calculated time of travel, and then, when that time had elapsed, would land the 'plane at the nearest airport, and upon landing ask “Is this New York?” Worse, even if the 'plane had actually landed in Boston, the pilot would require all the passengers to leave, because he had to get on to his next job.”

(Wiliam, 2006)

# My experience – DET Tutoring

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## Scaffolding Numeracy in the Middle Years

## Learning & Assessment Framework for Multiplicative Thinking

6 big ideas (Siemon et al., 2006)

- Trusting the count
- Place Value
- Multiplicative Thinking
- Partitioning
- Proportional Reasoning
- Generalising

# Summing Up...

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- **How** do we assess?
- **Why** do we assess in these ways?
- **What** do we value?
- **Alignment** between assessment and values.
- **Strategies** for assessment.